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THE DEAN OF WOMEN— HER PLACE IN THE JUNIOR COLLEGE

THE junior college may be said to be a product of the twentieth century. While there have long been institutions that offered post-high school work and yet did not meet the full requirements of a standard college, this group of institutions was not definitely classified and labeled until the latter part of the nineteenth century. In 1900 there were less than ten labeled institutions in existence; in 1921 there were one hundred eighty.¹ During the succeeding five years others have joined this group, so we may assume that the number of junior colleges is now approximately two hundred. The rapid increase in numbers indicates that this new organization in education has proved its value, and made for itself a permanent place.

The early concept of the junior college was a privately maintained and controlled institution into which the students came and took up temporary abode. Whatever it might have been, that narrow conception did not long remain intact. The institution met a vital need in the educational field. It grew and expanded until, at the present time, junior colleges are classified as: (1) public, institutions directed and maintained in connection with the city and high school districts and under the control of local school authorities; (2) state, institutions directed by the normal schools or teachers' colleges in which they are lodged; (3) private, institutions owned and operated by some religious organizations or by private citizens.²

¹L. V. Koos. *The Junior-College Movement*, p. 2.

²*Ibid*, pp. 4-9.

With the advent of this movement came new positions and situations. In some cases these are simply old conditions, modified or varied into seemingly new ones. The position next in rank to that of the president and of no less importance is that of the dean of women. It is this position that the writer will examine. As the place and the duties in the private junior college vary so widely from those of the public and state-controlled institutions, the dean's place in the private junior college is all that the writer will attempt to survey in this paper.

Just what is meant in the ordinary sense by the term dean of women in the private junior college can perhaps best be shown by a brief survey of the place she fills in a few such institutions in the southern and eastern parts of the United States. The private junior college is construed as including those not under the supervision or maintenance of the state in which they are located. The scope is limited to the Eastern and Southern States because that seems a logical division not too large to deal with in one paper. The data presented have been obtained from replies to questionnaires sent out by the writer.

Questionnaire

1. Name of school
2. Coeducational?
 Girl's College
3. When was your school made a Junior College?
4. Total number of students
5. Number of girls in residence
6. Number of girls commuting
7. Number of girls from broken homes
8. Number of girls whose mothers are dead
9. Number of girls whose fathers are dead
10. Number of girls living in each room (average)
11. Do the girls care for their own rooms?
12. How many dormitories does your student-body occupy?
13. Which of the following acts as head of each dormitory?
 a. House mother
- b. Student

- c. Teacher
- d.
14. Please check duties of heads of dormitories:
- a. Attend to lights
- b. Answer telephone
- c. Direct hall servants
- d. Inspect rooms
- e. Confer with girls concerning conduct
- f. Conduct house meetings
15. Average age of girls
16. Number of girls working their way through school
17. Approximate number of hours per week this work requires
18. Kinds of work they are doing
19. Have you a student government organization?
20. Do you find that it helps you with your work?
21. In what ways?
22. Do you carry a teaching-load?
- Subject, and hours per week
23. On what committees do you serve?
24. Please check your duties among the following:
- (1). Sponsor girl's problems in faculty meeting
- (2). Supervise dormitories
- (3). Assign rooms
- Inspect rooms
- (4). Act as disciplinary officer to the girls ..
- (5). Recommend probation, dismissal and reinstatement
- (6). Recommend students for scholarships and loan funds
- (7). Grant special permissions
- (8). Assign rooms for meetings
- (9). Classify students
- (10). Assist and supervise registration
- (11). Check students for chapel attendance ..
- (12). Chaperon girls, in a body, or in sections, to church and other gatherings off the campus
- (13). Share in making academic policies for the school
- (14). Act as advisor for all student organizations
- (15). Act as advisor for all personal problems of students
- (16). Act as advisor for all vocational problems of students
- (17). Advise with Physical Training Department on all matters of health
- (18). Advise with president regarding qualifications of women faculty members in regard to influence on campus
- (19). Act as hostess at all public functions on the campus
- (20). Direct social life on the campus
- (21). Entertain college guests
- (22). Arrange the social calendar
- (23). Meet parents and visitors
- (24). Hold "at home" to students at regular intervals
- (25). Select chaperons
- (26). Speak at meeting in the community
- (27). Represent the school at educational meetings (N. E. A., etc.)
- (28). Meet company received by the girls ..
- (29). Approve girls' calling and visiting lists ..
- (30). Answer questionnaires
- (31). Act as counselor for debating, dramatics, etc.
- (32). Guard traditions
- (33). Preside in the dining-room
- (34). Attend to distribution of students' mail
- (35). Write letters of recommendation for teachers
25. Please enumerate other duties not mentioned above
26. Please check qualifications that you think necessary for a dean:
- (1). Tact
- (2). Self-control
- (3). Patience
- (4). Sympathy
- (5). Dignity
- (6). Firmness
- (7). Fairness
- (8). Broad-minded standards in dress and social conduct
- (9). Good health
- (10). Sense of humor
- (11). Resourcefulness
- (12). Christian character
- (13). Good judgment
- (14). Personality
- (15). Poise
- (16). Progressiveness
- (17). Leadership
- (18). Ability to speak in public
- (19). Cheerfulness
- (20). At least a Bachelor's degree
- (21). Refinement
- (22). Analytical ability
27. Please enumerate other qualities you think necessary
28. Do you take an active part in the life of the community?
29. Nature of this participation?
30. Have you an assistant?
31. What duties does she assume?
32. How many hours daily are you on actual duty?
33. What is your relation to the dining-room? ...
34. What degree do you hold?
35. How many years' experience have you had?
- NAME
- TITLE

TABLE I

Distribution of Returns of Questionnaire

Name of State	No. of questionnaires sent	No. of replies received
Massachusetts	3.....	2
Connecticut	1.....	0
New York	3.....	1*
Virginia	12.....	6**
West Virginia	4.....	3***
North Carolina	7.....	5
Georgia	8.....	5†
Mississippi	3.....	1
Louisiana	2.....	1
Tennessee	4.....	2
Kentucky	9.....	3††
Ohio	1.....	1
Illinois	2.....	2

Wisconsin	1.....	0
District of Columbia	3.....	2‡

*Was no longer a junior college.

**President delegated all duties in one school, no dead.

***One school just beginning first year—no duties yet fixed.

†Two institutions recently advanced to senior college rating.

††One school has no resident students.

‡One school not accredited.

Table I shows the spread of the information used in this survey. Maine, New Hampshire, Vermont, Rhode Island, New Jersey, Pennsylvania, Maryland, South Carolina, and Florida have no institutions of this type.³

While Mrs. Lois K. Mathews, in her book *The Dean of Women*, classified duties as administrative, academic, and social, Miss Ruth A. Merrill, in a more recent thesis *The Dean of Women in the College and University*, makes five groups—administrative, advisory, academic, social, and miscellaneous. Table II (See next page) will show that the latter grouping better fits the duties of the dean of women in the junior college as shown on returns from questionnaires.

Mere mention of the duties as in Table II will not suffice. A closer analysis of data will show considerable elaboration in regard to the magnitude of these duties. Supervision of dormitories includes conferences with the house-keeper, dietitian, nurse, and other members of the staff, assigning rooms, seats in the dining-room, presiding in the dining-room, approving and assigning rooms for meetings, assigning mail-boxes, formulating and enforcing regulations, in some cases with Student Government Associations. The great variety of committees on which deans of women are asked to serve indicates to some extent the lack of "standardization": Student Government Council, discipline, religious, social activities, health, classification, advisory board, student publications, household rules and regulations, faculty execu-

tive, credits, boarding, student activities, admission, curriculum, employment, lecture and motion pictures, catalogue, literary, recreation, budgets, and schedule. Conducting a business office involves the appointing and directing of assistants, handling of various correspondence, answering and sending numerous telephone messages, considering various requests, and settling many complications. In the absence of the president in some institutions the dean does anything from conducting chapel exercises to presiding over faculty meetings and assuming general responsibility.

The duties listed as advisory are few in number but large in scope. They will be treated later in this paper.

Whether the dean of women should carry a teaching-load has given rise to much discussion. Seventy percent of the replies mentioned classroom duties. The hours varied from three to eighteen. Six deans were teaching English, three history, one ethics and English, one domestic science and English, two Bible, one history of art, one Spanish and history, one history, mothercraft and mythology, one mathematics, and one mathematics and history of education. Besides the actual class room duties the dean was responsible for the supervision of scholarship of the students. This included interviewing and checking on students who were failing, ascertaining the causes of failure, and in as far as possible, removing the causes. It also included checking on class absences and approving excuses. In three cases where the dean did not teach regularly, she was reported as doing substitute work and delivering a series of lectures on vital and worthwhile subjects.

The social duties of the dean apparently have no end. She must meet and entertain guests of the college and of the students, attend all student and college functions, represent the college at local and distant meetings, take an active part in the community life, speak when called upon, usually

³Educational Directory: 1926—Bureau of Education Bulletin (1926) No. 1.

TABLE II
Duties of Dean of Women in Junior College (Listed in order of frequency)

Administrative	Advisory	Academic	Social	Miscellaneous
1. Select chaperons (23) 2. Serve on committee (23) 3. Grant special permissions (22) 4. Sponsor girls' problems in faculty meetings (21) 5. Assign rooms (20) 6. Recommend probation, dismissal, and reinstatement (18) 7. Act as disciplinary officer to girls (17) 8. Assign rooms for meetings (12) 9. Classify students (12) 10. Assist in registration (12) 11. Supervise dormitories (12) 12. Check students for chapel attendance (11) 13. Recommend students for loan and scholarship funds (10) 14. Inspect rooms (2) 15. Chaperon students in a body or in groups to church and other gatherings off campus (7) 16. Supervise work of self-supporting students (6)	1. Act as advisor for all, or some, of personal problems of students (24) 2. Advise with Health Education department on all matters of health (19) 3. Advise with president regarding qualifications of women faculty members with regard to influence on campus (17) 4. Act as advisor for all, or some, of vocational problems of students (12)	1. Teach (17) 2. Share in formulating academic policies (16)	1. Meet parents and visitors (24) 2. Meet company received by girls (23) 3. Share in formulating social policies (23) 4. Approve girls' calling and visiting lists (17) 5. Act as hostess at all public functions on campus (14) 6. Speak at meetings in community (13) 7. Direct social life on the campus (11) 8. Arrange social calendar (9) 9. Entertain college guests (6) 10. Represent the college at educational convention (6) 11. Hold "At Homes" at regular intervals (6)	1. Act as advisor for all, or some, student organizations (17) 2. Answer questionnaires (13) 3. Write letters of recommendation for teachers (13) 4. Guard and help build traditions (12) 5. Attend to distribution of student and faculty mail (11)

upon a given topic, select chaperons, and even, at times, do chaperon duty herself.— Besides participation in the church, which was reported in every case, the replies show that the deans take part in community affairs through the Daughters of the American Revolution, United Daughters of the Confederacy, Eastern Star, Woman's Clubs, Business and Professional Women's Club, Current Literature Club, Mothers' Club, and Woman's Federation Club.—Arranging the social calendar requires much time and consideration. This includes arrangements for time and place of all student activities, lectures, motion pictures, and other entertainments on the campus and off. Supervising and approving students' calling and visiting lists require constant consideration. Times and places for the calls and visits must be arranged. "At Homes" to students require much time and energy in planning and carrying out.

Other duties that cannot be classified with any of the foregoing are, for convenience, listed as miscellaneous. This group is as general and varied as the name implies. Acting as advisor for student organizations calls for conferences with officers, making of plans and suggestions, participation in meetings, and ever readiness of safe counsel and guidance. If the institution be an old one, it is rich in tradition; if it be new, there is need of help in building tradition. In either case the dean lends what tact and energy she has. Attending to the distribution of student and faculty mail again requires time and energy. In some cases this means simply sorting the mail and placing it in assigned boxes; in others it means distributing the mail at tables in the dining-room, giving it to monitors delegated for the work of distributing, or sometimes carrying it to different rooms.

Fifty percent of the deans answering the questionnaires stated that they had some assistance. In every case but two the assistant was a teacher who assumed office duty for a few hours in the afternoon. One

dean stated that her assistant took her place during her absence from the campus. Another replied that her assistant assumed all chaperon and study hall duties. "Answers telephone," "delivers packages," "acts as hostess," "heads one dormitory," "grants routine privileges," were other replies to the question. "What duties does your assistant assume?" One institution reported the duties divided between the academic dean and the dean of women, another between the house mother and the registrar.

The dean has little time of her own. The replies to the question "How many hours are you on actual duty?" varied from five to eighteen hours. In most cases "subject to call" was added. Four of the twenty-five stated that they were on duty "twenty-four hours in the day and seven days in the week."

The status of the dean of women has been raised to such extent that there is much discussion concerning her academic preparation. More than half in this case hold degrees; twenty-five percent of the entire number hold Master's rank. Two reported work being done toward Doctor's degree.

This survey presents in summary the type of woman that fills, or tries to fill, the place of dean of women. Table III shows qualifications derived from three sources: column 1 is compiled from replies received by the writer; column 2 is suggested in *The Careers of Women*, by Catherine Filene; and column 3 was compiled by Miss Ruth A. Merrill in her thesis *The Dean of Women in the College and University*.

In speaking of the qualifications of deans of women Miss Sarah M. Sturtevant says, "The dean must be a leader in the best sense of the word, possessed of the intellectual gift of originality, good judgment, and insight; motivated by clearly defined purposes, large enough to take in the *whole* of life, and real enough to demand her tenacious loyalty, and last, but not least, inspired by that sympathy, humanity and

TABLE III
Qualifications of a Dean of Women

Present Study*	Miss Filene's Study	Miss Merrill's Study	
1. Tact	1. Sound social judgment	1. Tact	36. Insight
2. Self-control	2. Knowledge of social requirements	2. Patience	37. Balance
3. Patience	3. Strong character	3. Sympathy	38. Womanliness
4. Sympathy	4. High ideals	4. Firmness	39. Adaptability
5. Dignity	5. Tact	5. Disinterestedness	40. Good will
6. Firmness	6. Sympathetic insight into problems of young people	6. Justice	41. Courage
7. Fairness	7. Initiative	7. Even disposition	42. Energy
8. Broad standards in dress and social conduct	8. Resourcefulness	8. Amiability	43. Cheerfulness
9. Good health	9. Winning personality	9. Decision	44. Good temper
10. Sense of humor	10. Youthful spirit	10. Broadmindedness	45. Health
11. Resourcefulness	11. Dignity with sense of humor	11. Impartiality	46. Dignity
12. Christian character	12. Self-control	12. Self-control	47. Logical habit
13. Good judgment	13. Fairmindedness	13. Flexibility	48. Social judgment
14. Personality	14. Ability to get on with young people and secure co-operation	14. Zeal	49. Progressiveness
15. Poise	15. Ability to teach or lecture	15. Common sense	50. Understanding of young women
16. Progressiveness		16. Motherly interest	51. Understanding of college spirit and ideals
17. Leadership		17. Personality	52. Scholarship
18. Ability to speak in public		18. Poise	53. Leadership
19. Cheerfulness		19. Judgment	54. Teaching experience
20. At least a Bachelor's degree		20. Accuracy	55. Ph. D. or graduate study
21. Refinement		21. Initiative	56. Executive ability
22. Analytical ability		22. Charm	57. Spirit of service and co-operation
23. Meekness		23. Refinement	58. Christian character
24. Unselfishness		24. Neatness	59. Forensic ability
		25. Vision	60. Broad interests
		26. Gentleness	61. Specialist in woman's education
		27. Sense of humor	62. Ability to own and drive a car
		28. Honesty	
		29. Fairness	
		30. Resourcefulness	
		31. Character	
		32. Personal magnetism	
		33. Kindness	
		34. Courtesy	
		35. Maturity	

*Arranged in order of frequency on questionnaire returns.

love which characterize great leadership."⁴ Again Miss Sturtevant says, "She who would deal with girls constructively must know how to suffer, to aspire, to love with them. . . . She must learn tact; have eternal youth, the power of social diagnosis, and that constructive imagination which makes technique worthwhile."⁵

After discussing the academic qualifications of the dean of women, Miss Lucy Lester adds, "The advisor needs a degree that life alone can confer, after independent research and experimentation—a degree of wisdom that bears a seal of divine stamp, an honorary degree in tact and human

sympathy, which alone makes one approachable."⁶

The foregoing tables and discussions plainly show that the dean's place in the junior college is not yet fixed. It cannot be. The junior college itself is not yet fully and systematically established; it is still in "swaddling clothes." However, the dean of women, a comparatively new position, in this, a new movement, is less clearly delineated than any other in the institution. The president, the faculty, the students, even the servants have their recognized places. The dean of women finds herself in a position which touches on and is largely shaped by all of them. She has a distinct relationship with each group, closer than the

⁴Sturtevant, Sarah M, "The Qualifications and Preparation of Deans of Women." *Teachers College Record*, May, 1924.

⁵Ibid.

⁶Lester, Lucy. "New Title; Old Task." *Journal of N. E. A.* Dec., 1924.

president to the students, students to faculty, or the other way around.

Viewed by the members of the faculty the dean stands in varied lights. They expect, and rightly too, that she will co-operate in all problems of discipline and irregularities, and offer impetus and support in both classroom and extra-classroom activities. She must work out the salvation of the maladjusted girl. In some cases all matters of discipline fall to her lot, and justly or otherwise, she is held responsible for students' conduct. They seem to expect her to guide and direct the girls in manners, bearing and courtesy, ever acting for them as social mentor. They also expect her to be thoroughly familiar with all academic policies, and to be well informed as to the condition of all affairs pertaining to the academic and social interests of the college.

In the eyes of the students the sole duty of the dean is often that of disciplinary officer. Upon being summoned to the dean's office, where she never goes except upon request or when she wants some special permission, the student's first exclamation is "What do you suppose I've done now?" or "I wonder who reported me." They look upon her as a tyrant and a "kill-joy," someone who derives more pleasure in denying them pleasures than granting them, someone who can see no good in an innocent good time. Yet, though intolerant, immature, impatient, and eager to criticise that which seems to oppose the attainment of her immediate aim, the average student is sincere and wholesome at heart if directed to see the significance of the issue at hand. While the girl is the dean's severest critic, she is also her most loyal supporter. Just how to show the students the true worth of the dean of women is the great problem.

What the president expects of the dean of women depends largely upon the woman he chooses to fill this place. She can do no more than her natural and acquired qualifications fit her to do. The position is one

of greatest importance, most inspiring and far reaching when well filled, most depressing and disturbing when not. It might rightly be termed "The touchstone of the college." The dean acts as counselor and consoler to the girls, buffet between faculty and students, interpreter between president and students, and co-worker and able assistant to the president.

The president of the junior college expects the dean of women to be teacher, administrator, counselor, and in his absence, executive. He expects her to be able to assist in making courses of study, be they physical, moral, social, economic, or vocational. She must not be dictatorial, but must be able and ready to express her opinion and give intelligent comment upon the subject at hand.

Besides the deepest interest in the physical and spiritual well-being of the students, besides the ability to aid in the guidance of their intellectual life, the dean must be the real guide and leader in the student social activities. With the support of the faculty rules and regulations she must regulate and control the living conditions, social gatherings, and all extra-classroom activities. It is also desirable that she have control and be in direct relation with all girls who must earn part of their support in the college.

Some presidents think it highly advisable that the deans do regular classroom work. This places them in closer and more constant contact with the girls; it gives them a better chance to learn to know them, their weak and strong points, their faults, their peculiarities, and their needs. Other presidents find it necessary for the dean to teach because of finances. In either case it is important, even necessary, that the dean be an intellectual superior in study and training among the faculty. She must have successfully traveled the path over which she is now trying to lead students. In considering any of the college policies the president expects complete and sympathetic co-operation. With questions of discipline the dean

must deal wisely, thoroughly, firmly, never losing sight of the fact that the erring girl will one day become a woman, that this moment may be the turning point in the girl's life.

The dean must also maintain and strengthen the academic standards of the school. She must aid in making the students feel that studying, working is a privilege, instead of a penalty. She must make this pleasure-made generation of girls see that, after all, social life is not first in college life. Though segregated in the larger sense, she must help the students so to meet their problems, which come upon them in junior college, that they will not be entirely unprepared for those of the larger senior college or of life outside of school.

Consideration of the position of the dean of women as viewed by the faculty, the students, the president shows that place is not only a difficult one, but that it is also an impossible one.

After all what is the real aim of the junior college? How came it into existence? And why?

"To prepare its students for the activities of life as well as for the senior college and the undergraduate professional schools," writes A. Monroe Stowe, in *Junior College Aims and Curriculum*.⁷ "A system that will function progressively so as to secure for the nation the greatest efficiency of the greatest number"⁸ said Alexis F. Lange in his report on the junior college. "Various attempts to delineate the scope and purpose of secondary education have led generally to the conclusion that it should cover the period of adolescent training and that the content of the curriculum and the method of instruction should be adapted to the need of the adolescent. This movement gave birth to an upward extension of the curriculum . . . which developed into the junior college," said

James M. Wood, in his paper *The Junior College*.⁹

In the light of these conceptions the dean of women can contribute toward their realization in three ways: (1) advisory; (2) educative; (3) co-operative.

As advisor and guide her field will be large and varied. Let us consider this from the standpoint of three "advisory duties" as listed in Table II.

(1). "Act as advisor for all, or some, of personal problems of students."—Just what would this include? There is the girl who is failing her work, the girl who cannot orient herself to the college life, the girl who is spending too much money, the girl who is in college against the wishes and without the support of her parents, the girl who clashes with her instructor, the dishonest girl, the irresponsible girl, and even the immoral girl. Above all there is the healthy normal girl who takes life as she finds it and makes the best of it. Because these are all girls, because it is a law of their natural make-up to confide sooner or later with someone who will sympathize and understand, not necessarily justify, them, most of them will eventually reach the dean, if she be a real dean and advisor, and pour out their difficulties and pleasures, their sorrows and joys, their ambitions and discouragements to her. What a wealth of patience, understanding, tact and real love of real youth it requires to draw out and advise these girls! "Intelligent vision, volitional power and a wholesome and altruistic emotional life," to quote Miss Sturtevant again, "are the elements for success in dealing with girls. With mind and steady purpose must be humility, sympathetic imagination, and good will that seeks to create fellowship."¹⁰ For while most of them do, all girls will not come for advice and help

⁹1916 Annual Report of the National Education Association, p. 51.

¹⁰Sturtevant, Sarah M. "Pressing Needs in the Field of Dean of Girls" 1925 Annual Report of N. E. A. Pp. 434-440.

⁷School Review, Sept. 1926, p. 507.

⁸1915 Annual Report of National Education Association, p. 153.

of their own free will; some have to be forced, even driven. But the real dean will look to the development of personality through the conscious and comprehensive adjustments of social relationships. She will become a specialist, she will study and work so as to enter into and understand the specimens in her human laboratory that she can, to an appreciable degree, lead them to see their several ways clearly. She will in every case, as nearly as possible, set them right, and then through social, vocational, moral and spiritual guidance strengthen their purposes.

(2). "Advise with Health Education department on all matters of health." In some colleges this duty is carried on largely through the school nurse rather than the dean of women, but still, the greater responsibility will rest with the dean. It is she to whom the parents look for the care of their daughters. She will, however, always act in conference with the nurse and doctor. She with them will keep close watch over the health of the students. Poor academic work is often the result of adenoids and tonsils, or other physical defects. For signs of these she and the nurse will watch carefully. She will talk with the girls individually and collectively concerning their general health, the care of their bodies, their eyes, their teeth. She will tactfully direct them to habits of cleanliness and tidiness.

(3). "Act as advisor for all, or some, of vocational problems of students." Vocational guidance is coming more and more to be recognized as an important factor in educational efficiency, and the junior college is developing into the logical place for such guidance in its most intensified form. "The work of the vocational school should end with the adolescent period."¹¹ The plan the dean of women will follow in developing this line of advising will depend

largely upon the specific needs of her college. Some will advise through individual conferences, some will give a series of lectures with the assistance of other members of the faculty, or business and professional men and women not intimately connected with the college. Whatever her plan is, it will be definite.

As an educator the dean should work in close harmony with the faculty in urging the students to higher planes of intellectual attainment and cultural appreciation. She must be alert to the strong and the weak points in the curriculum, of the students, and look to it that each is handled so as to give the greatest good to the largest number. She must keep step in every possible way with the intellectual development of the students. If she teaches she will have direct classroom association with them; if she does not teach she should map out her work so as to present opportunity for such contact. She must keep abreast with rapidly advancing educational movements, be well informed along educational and civic lines, be ever watchful for that which will be beneficial to her college and her students.

In her co-operative capacity she must "oil the cogs and keep the machinery moving smoothly." She must not only maintain harmony on the campus, but also serve as a connecting link between the college and the community. This she will do through participation in various civic and social functions. "The president," to quote Miss Merrill farther, "must find in the dean ready co-operation in the furthering of his educational and administrative policies; the faculty should be able to look to her for co-operation in their relationships with the students, both in classroom and extra-curricular activities; the physical training department may look to her for support; student organizations, particularly the self-government association, should feel free to go to her for encouragement and co-operation in all worthwhile projects."

In this paper attempt has been made to

¹¹Wood, James W. "The Junior College." 1916 *Annual Report of National Education Association*, p. 152.

present the place of dean of women as it apparently is, and then as it might be, to sum up briefly the wonderful and far-reaching opportunities of the field. The duties and place must of necessity vary with the type of institution, and with the woman who attempts them. The place of the dean of women is not yet definitely fixed, but while the dean is going through this fixing process, if she is a prophet, a dean with a vision, she will select the worthwhile and lasting elements, discard the rest, and build for herself a place indispensable in the lives of college girls.

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Catalog of Literature for Advisers of Young Women and Girls (Second Edition). Compiled by Anna Elouise Pierce. The H. W. Wilson Company, New York.

PAULINE CALLENDER

A PROVOCATIVE READING LIST

THE accompanying list of questions is intended to whet the reading appetite much as the salads in colored advertisements tease the housewife into new purchases for dinner. The library must complete the lure by providing as attractive shelf arrays as those at the corner grocery where the loud-speaking red and yellow labels flaunt the merits of canned fruits.

The list of questions may be used in several ways to encourage extensive reading:

1. One or two of these questions may be written on the board each day. Students who know the answers may be asked to recommend the books to others. A brief statement of the teacher's own enthusiasm introduces a personal element which is often influential.

2. Having posted the entire list, the teacher may recommend and check certain titles to certain individuals and groups. Often this method leads to a reading of books other than those thus checked.

3. Separate questions may be lettered on posters and used in the library with the display of a fine edition of the book. If an overwhelming demand results, the statistics obtained may prove valuable ammunition to accompany requests for library appropriations.

4. One of the most successful methods of dealing with outside reading with large groups is the chart of class progress shown below.